

Tara Mager

VISION

Dedicated servant leader with significant experience in guiding educational institutions toward success.

Focused on fostering positive learning environments, supporting deeper learning, and optimizing operations to empower learners, families, staff, and communities.

PROFESSIONAL CERTIFICATES



Central Office Certificate: SA0935356

K-12 Administrative Certificate: SA0935356

Licensed Professional Counselor: 6401008987

School Guidance Counselor: SC0000257

PROFESSIONAL AFFILIATIONS



ASCD | Member

AESA | Member

Learning Forward | Member

MASA | Member

MAISA | Member, Administrative Council Delegate

MiCareer | Board Member

MiSTEM Region 10 | Advisory Board Member

COMMUNITY AFFILIATIONS



Clare Human Services Collaborative | Member

Clare County Community Foundation | Board

Member (Appointed Jan. 2025)

Gladwin Human Services Collaborative | Member

Rotary Club | Member

Reaching Our Community Kids | Board Member

MEDIA REFERENCES

Evidence of education and community actions at

www.linkedin.com/in/tara-mager-midland

DIFFERENCE MAKERS

Collaborative Leader

Nurture a school culture that empowers and inspires others towards a common vision of learning.

Educational Advocate

Active service on local board(s) to advance equity for all students and a visible voice for student-centered needs in the community.

Effective, Empathic Communicator

Connect with stakeholders through two-way communication to support transparency and trust.

Critical Thinker

Apply data-influenced practices to measure and sustain academic achievement and whole child growth in diverse settings.

Community Partner

Visible partner with a focus on cultivating relationships with families. Coordinates practices that grow family-school partnerships.

PROFESSIONAL EDUCATOR EXPERIENCE



Clare-Gladwin Regional Education Service District

07/2022-Present *Superintendent*

- Provide strategic direction and visionary leadership for 5 local school districts, supporting a total student population of 6400 students in two counties
- Collaborate with the school board and community partners to develop and implement educational policy and initiatives
- Effectively manage a budget of over \$66 million, optimizing resource allocation to maintain high-quality educational programs
- Foster a culture of transparency, collaboration, and communication with families, staff, learners, and community partners
- Collect and analyze data to influence district instruction and organizational decisions
- Oversight of district Career and Technical program expansion, including a \$15 million education center construction

Meridian Public Schools

08/2019-06/2022 *High School Principal*

- Supported educational policies, programs, and systems for 45 staff members and over 450 students in a 9-13th New Tech Network, Early College High School
- Created student-centered learning experiences through the application of evidence-based educational practices
- Conducted instructional inquiry cycles with instructors and building leadership to improve learning
- Empowered student/staff/family/community in district and building decision making
- Ensured a safe and respectful school environment through programming, policies, and engagement strategies
- Collected and analyzed data to influence district instruction and organizational decisions
- Increased student attendance by promoting positive school-family-student relationships strategies
- Applied PBIS and Multi-Tiered Systems of Support, with attention to Trauma-informed practices
- Coordinated key student transition activities to support a whole-child focused learning environment
- Oversight of building bond projects, including new construction and renovation

Merrill Community Schools

07/2018-8/2019 *District Superintendent*

10/2016-08/2019 *Middle School/High School Principal*

- Directed policies, programs, and budget for 75 staff members and over 600 learners, PK-13th year of schooling
- Facilitated the development of a strategic plan and monitored progress towards goals
- Coordinated and monitored state and federal grants (Title I, Title IIA, 31a, etc)
- Employed zero-based budgeting to improve fiscal accountability
- Involved student/staff/family/community in district and building decision making
- Completed grant writing to support district systems, building, and curriculum needs
- Negotiated local contracts with bargaining units
- Ensured compliance with legal, financial, and organizational demands
- Facilitated district crisis and security response plans
- Promoted family engagement and student voice through community advisory and partnerships activities

08/2005-10/2016 *Guidance Counselor*

- Implemented the MI Comprehensive Guidance model to grades 6-13.
- Engaged in classroom instruction of social, emotional, and career topics
- Provided individual and group counseling to youth and families
- McKinney-Vento Homeless Liaison



EDUCATION

April 2025

Eastern Michigan University

Ph.D candidate, Educational Leadership Doctoral Program

3.98 GPA. 84 credits completed. Research experience in school-based programming

2004

Michigan State University

M.A., Masters of Arts in Counseling

3.5 GPA. School and Professional Counseling License

2002

Central Michigan University

B.S., Bachelors of Science in Community Service

Graduated Magna Cum Laude. Extensive coursework in special education studies



PROFESSIONAL SKILLS AND KNOWLEDGE

Equity vision for all students by fostering a whole-child approach to education.

Empower stakeholder voice in decision-making through the use of community efforts to promote student, staff, and community engagement.

Increase student participation and post-secondary academic success by implementing an Early College Program, embedding college/career readiness, enhancing CTE programming, and teacher-student mentor program.

Established key strategic goals and a system of accountability by developing a strategic plan with stakeholders and monitoring progress to achieve goals.

Coordinate professional learning for all through establishing an ongoing learning framework and training program.

Sustained achievement through the application of evidence-based practices with an emphasis on student-centered learning practices.

Safety + Security of district buildings through collaboration with local and state agencies and securing grant funding.

Sound fiscal management, increased fund balance by 45% during one fiscal year.